DOCUMENT RESUME

ED 430 647 JC 990 334

AUTHOR	Weglarz, Shirley
TITLE	User Evaluation of Student and Auxiliary Services, Fall 1998.
INSTITUTION	Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE	1999-03-00
NOTE	74p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrators; *Ancillary School Services; Community Colleges; *Institutional Evaluation; *Instructional Development; *Participant Satisfaction; Student Attitudes; Student Surveys; Two Year college Students; Two Year Colleges
IDENTIFIERS	*Johnson County Community College KS

ABSTRACT

The Fall 1998 Student/Auxiliary Services User Evaluation for Johnson County Community College (JCCC) in Kansas was expanded to include information about service learning, vending services, services not included in the biennial evaluation, and answers to questions of topical interest submitted by managers of ten student/auxiliary services. A total of 447 surveys were returned from the sample of 50 classes selected to generally represent career/transfer, day/evening, and freshman/sophomore classes at JCCC. Included are respondent profiles, student/auxiliary services evaluation, ratings of JCCC features, and current issues regarding registration and attendance. Findings indicate that: (1) almost 90% of the respondents rate JCCC as excellent or good; (2) Food Service and the Library are the most frequently used Student and Auxiliary Services; (3) At least 60% of responding service users rate each of the ten services as excellent or good; (4) the major weakness in rated services is waiting in line, while the major strength is friendly and helpful staff; (3) 57% of respondents prefer in-person registration (indicating 62% satisfaction), while 23% use touch tone phone service, and 20% register via the Internet/World Wide Web (indicating 84% satisfaction); and (5) although service learning opportunities are rarely utilized among JCCC students surveyed, those who have participated generally have a favorable attitude toward service learning, citing personal satisfaction and the ability to make a difference in people's lives as its main benefits. Appendices contain tabled survey results and the survey instrument. (AS)

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ED 430 647

Fall 1998
User Evaluation of
Student and Auxiliary Services

Admissions and Records • Bookstore
Career Center • Children's Center • Counseling Center
Financial Aid Office • Food Service • Library
Student Activities • Testing and Assessment Center

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March 1999

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FALL 1998
USER EVALUATION

OF

STUDENT & AUXILIARY SERVICES

Johnson County Community College
Office of Institutional Research

March 1999

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Background

JCCC has conducted user evaluations of student/auxiliary services since 1986. The Fall 1998 evaluation was expanded to collect additional information about service learning, vending services, services not included in the biennial evaluation, and answers to questions of topical interest submitted by managers of the ten student/auxiliary services.

A total of 447 surveys were returned from the sample of 50 classes selected to generally represent career/transfer, day/evening, and freshman/sophomore classes at JCCC.

Major Findings

- Almost 90% of the respondents rated JCCC as excellent or good.
- The most frequently-used Student and Auxiliary Services include Food Service and the Library, which were used six or more times in the past year by 30% and 37% of respondents, respectively.
- The primary reason given for not using specific student/auxiliary services was lack of need for a particular service.
- Generally, users of the ten student/auxiliary services rated them favorably. At least 60% of responding service users rated each service as excellent or good.
- The most prevalent major strength of the services cited by respondents was nice/friendly/helpful staff, which was identified by one-third to about two-thirds of users of the services.
- The major weakness of the ten student/auxiliary services named most often by respondents was waiting in line.
- Overall evaluations for the services were generally similar for 1998 and 1996 (the most recent previous evaluation survey).
- Instructors, walkways/sidewalks, and rest rooms were rated excellent or good by about four out of five students.
- Non-instructor staff, outside lighting, and the web page received ratings of excellent or good by approximately two-thirds of students surveyed.
- Pay phones and kiosks were rated excellent or good by over half of the respondents.

Major Findings (cont'd)

- Although in-person registration is still the choice of the majority of respondents (57%), registration by touch tone phone is popular (23%), as is registration using the Internet/WWW (20%). Satisfaction with registration method is highest for the Internet/WWW (84%) and lowest for in-person registration (62%).

- Main reasons for visiting JCCC's Career Center include learning about its services (46%) and reviewing job listings (41%).

- Well over half (59%) of the respondents had purchased more than 10 items from the vending machines during the past year. Only 7% of the respondents had made no vending machine purchases in the past year.

- With the possible exception of cost (22% rated the cost of vending machine items purchased as fair or poor), perceptions held by respondents about JCCC's vending machines were generally favorable.

- Very few - only about 10% - of students surveyed knew how to handle problems with the vending machines.

- Awareness and understanding of service learning opportunities is fairly low among JCCC students surveyed. Those who have participated generally have a favorable attitude toward service learning and cited personal satisfaction and being able to make a difference in people's lives as its main benefits.

Background

The Office of Institutional Research at JCCC has conducted periodic user evaluations of Student/Auxiliary services since 1986. Results from these user evaluations have been used to provide a barometer of student perception and to inform improvements in these services.

The Fall 1998 user evaluation was expanded to capture the following additional information:

- rating of JCCC overall
- participation in service learning projects
- detailed rating of vending services
- evaluation of selected aspects of JCCC for the Board of Trustees' Environmental Scan process

Also, managers of each of the 10 services were invited to submit a question of current interest to them about their service. These questions were also included in the survey.

Methodology

The user evaluation was distributed to students in a sample of 50 JCCC classes designed to be approximately representative of all JCCC scheduled credit classes. In total, 447 surveys were completed and returned.

An overview of the results is contained in the Executive Summary.

Major findings are summarized in the bulleted points and figures on the following pages. Tabled results are in Appendix A and a copy of the survey is in Appendix B. Students' written comments from the surveys are recorded verbatim in a supplement to this report.

Please direct any questions or comments about this survey, as well as requests for the supplement of students' verbatim comments, to:

Shirley G. Weglarz, Research Analyst
Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210-1299
PHONE: (913) 469-8500, ext. 2443/ FAX: (913) 469-4481
E-MAIL: sweglarz@jccc.net

Selected demographic information was collected from survey respondents to allow construction of a respondent profile. This information is contained in Table 1, Appendix A.

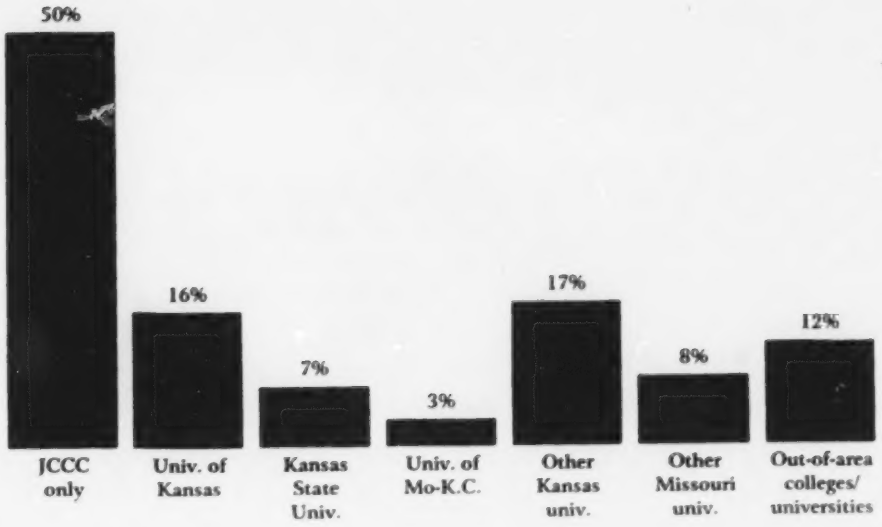
- Females comprised 59% of the respondents, slightly higher than the proportion of females in the student body as a whole (54%).
- The median age of respondents is 21.0 years, compared with 22.0 years for all students.
- Fifty-five percent of respondents are full-time (enrolled in 12 or more hours), compared with 30% of Fall 1998 JCCC students.
- Half of the respondents attended classes mostly during the daytime, 20% attended classes mostly in the evening, and 30% attended classes both during the daytime and in the evening. These figures are 54%, 26%, and 20%, respectively, for the Fall 1998 student body as a whole.
- The two primary educational objectives for survey respondents include transfer to another college or university (58%) and prepare to enter the job market (15%). These figures are 40% and 11%, respectively, for the Fall 1998 student body as a whole.

Overall, it would appear that a higher percentage of traditional students responded to this survey than comprise the student body as a whole. This is not unexpected since traditional students generally spend more time on campus and would therefore tend to make more use of the student/auxiliary services.

Education

- Almost half of the respondents (47%) indicated that the highest level of education completed was some college, no degree; an additional 30% had earned a high school diploma. These two categories account for over three-quarters of the respondents. Eight percent of the respondents had already completed an associate's degree, and another 8% had completed at least a bachelor's degree (see Table 2, Appendix A).
- Half of the respondents had attended only JCCC. Next most-frequently cited were other Kansas colleges/universities (17%), and the University of Kansas (16%). (See Table 2, Appendix A, and Figure 1, next page.)

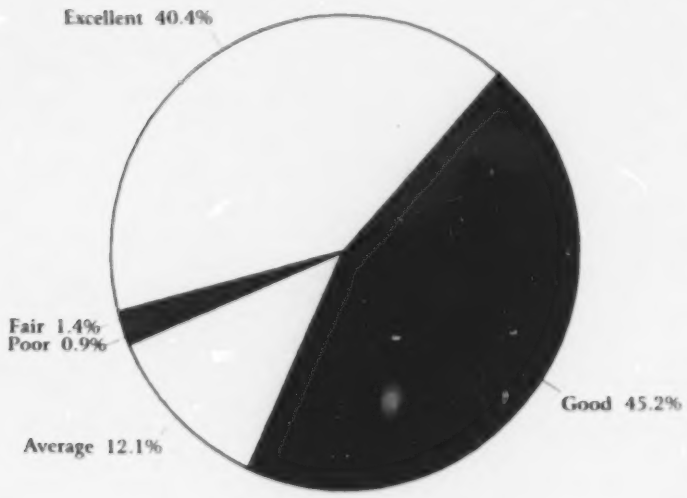
Figure 1
Colleges and Universities Attended



- As depicted in Figure 2, below, overall ratings of JCCC are very high.

  Eighty-six percent of the students rated JCCC overall as excellent or good. Twelve percent rated JCCC as average. Only 2% of student respondents rated JCCC as fair or poor. (See Table 7, Appendix A.)

Figure 2
Overall Rating of JCCC

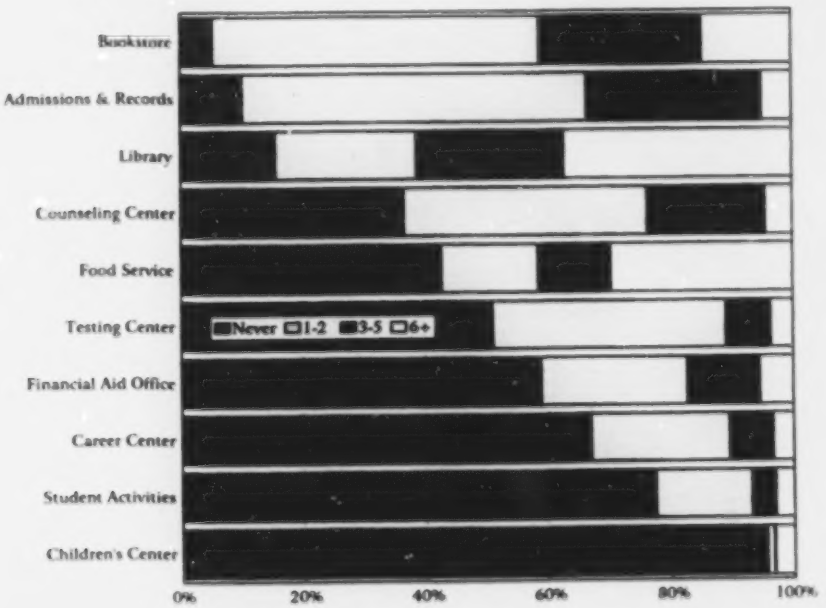


- The frequency of use of student/auxiliary services is summarized in Figure 3, below, and Table 6, Appendix A. In the past year, half (or more) of the respondents had used the following services: Admissions/Records, the Bookstore, the Counseling Center, Food Service, and the Library.

  All but three of the services were generally used fewer than six times in the past year. The most frequently-used student/auxiliary services include the Library, Food Service, and the Bookstore, which were used six or more times in the past year by 37%, 30%, and 15%, respectively, of respondents in the past year.

Figure 3

Frequency of Use of Student/Auxiliary Services in Past Year



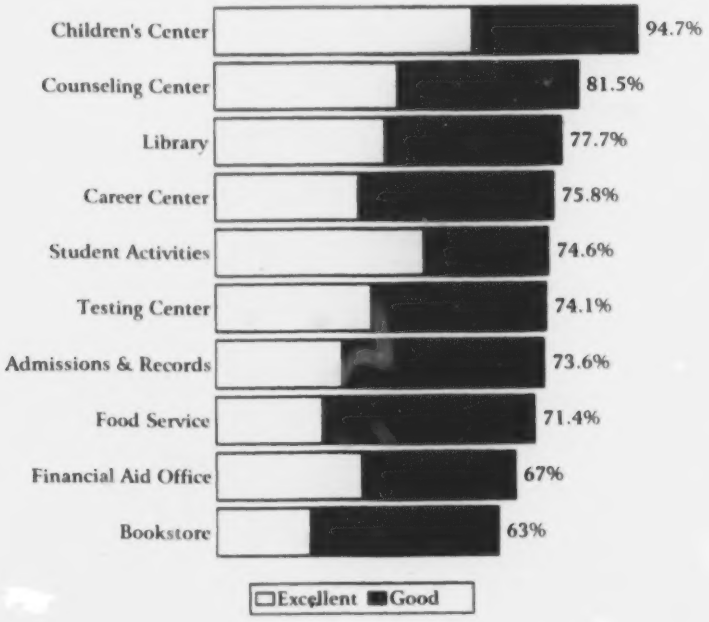
- Reasons given for not using student/auxiliary services are contained in Table 6, Appendix A. The primary reason given for not using the services is that they weren't needed. Some of the other important reasons for not using some of the services include too expensive (Bookstore - 42%) and didn't know about it (Student Activities - 24%).

Overall Evaluation

Generally, respondents rated the ten student/auxiliary services very favorably. At least 60% of all respondents rated each of the services as excellent or good. *(Note: All ratings in this section are by respondents who indicated they have used the service they are rating.)*

As Figure 4 below illustrates, the percent of respondents rating the service overall as excellent or good ranged from 63% for the Bookstore to 95% for the Children's Center (see also Table 3, Appendix A). For most services, around 70% rate the service as excellent or good, with the Counseling Center and Library higher at 82% and 78%, respectively, and the Financial Aid Office and Bookstore lower at 67% and 63%, respectively.

Figure 4
Evaluation of Service Overall



Strengths

The major strengths for each service are depicted in Figure 5, below (see also Table 5, Appendix A). "Answer your questions/advise you" was the major strength listed for the services offering advising, including the Counseling Center (68%), Admissions and Records (65%), Career Center (64%), and Financial Aid (54%).

Figure 5
Major Strengths by Service

Service	Major Strengths
Admissions & Records	♦ Answer your questions/advise you (65%) ♦ Convenient/good location (60%) ♦ Nice, friendly, helpful staff (56%)
Bookstore	♦ Convenient, good location (53%) ♦ Easy to use (53%) ♦ Hours open/available (49%) ♦ Nice, friendly, helpful staff (49%)
Career Center	♦ Answer your questions/advice you (64%) ♦ Nice, friendly, helpful staff (54%) ♦ Convenient, good location (49%)
Children's Center	♦ Convenient, good location (70%) ♦ Nice, friendly, helpful staff (65%) ♦ Organized (65%)
Counseling Center	♦ Answer your questions/advise you (68%) ♦ Nice, friendly, helpful staff (65%) ♦ Knowledgeable staff (55%)
Financial Aid	♦ Answer your questions/advise you (54%) ♦ Nice, friendly, helpful staff (49%) ♦ Knowledgeable staff (45%)
Food Service	♦ Easy to use (53%) ♦ Fast, efficient service (51%) ♦ Nice, friendly, helpful staff (49%)
Library	♦ Convenient, good location (63%) ♦ Easy to use (57%) ♦ Organized (54%)
Student Activities	♦ Convenient, good location (36%) ♦ Nice, friendly, helpful staff (34%) ♦ Organized (32%)
Testing & Assessment Center	♦ Easy to use (52%) ♦ Organized (46%) ♦ Nice, friendly, helpful staff (44%)

Convenient location was the major strength for the Children's Center (70%), the Library (63%), the Bookstore (53%), and Student Activities (36%).

The most prevalent major strength, which was one of the top three strengths for nine of the ten services, was nice/friendly/helpful staff, named by as many as 65% of student respondents for both the Counseling Center and the Children's Center, and as few as 34% for Student Activities.

Weaknesses

One often-cited weakness, waiting in line, was one of the top three weaknesses for seven of the ten services. Waiting in line was identified as a weakness by 31% of responding users of Admissions and Records and the Financial Aid Office, and 28% of Bookstore users. (See Figure 6, below, and Table 5, Appendix A.)

Figure 6
Major Weaknesses by Service

Service	Top Three Weaknesses		
Admissions & Records	Waiting in line (31%)	Crowded space (20%)	Not enough staff (13%) Phone problems (13%)
Bookstore	Waiting in line (28%)	Too expensive (25%)	Crowded space (16%)
Career Center	Crowded space (8%)	Waiting in line (7%)	Hours limited (5%)
Children's Center	Too expensive (10%)	Crowded space (5%)	Waiting in line (5%) Limited selection (5%)
Counseling Center	Waiting in line (23%)	Crowded space (13%)	Staff not knowledgeable (7%)
Financial Aid Office	Waiting in line (31%)	Process too complicated (17%)	Crowded space (17%)
Food Service	Too expensive (15%)	Waiting in line (10%)	Hours limited (8%)
Library	Unfriendly staff attitude (7%)	Hours limited (6%)	Not enough staff (5%) Limited selection (5%)
Student Activities	Staff not knowledgeable (4%)	Crowded space (3%)	Hours limited (2%) Not enough staff (2%) Limited selection (2%)
Testing & Assessment Center	Hours limited (9%)	Unfriendly staff attitude (6%)	Crowded space (5%)

"Crowded space" appeared as one of the top three weaknesses for eight of the ten services, and ranged from 3% of Student Activities' users surveyed to 20% of Admissions and Records' users.

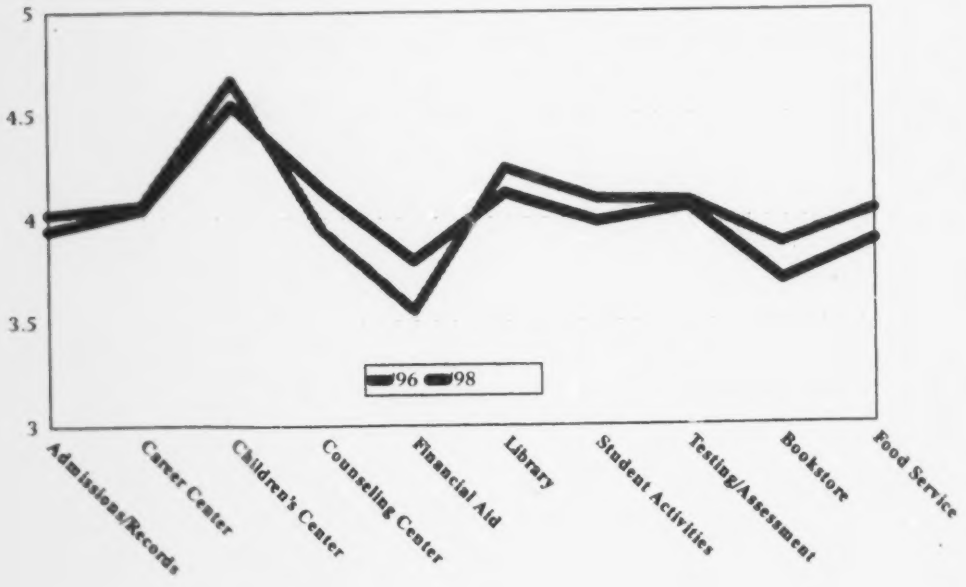
"Too expensive" was a top weakness for users of the Bookstore (25%), Food Service (15%), and the Children's Center (10%).

Generally, many fewer respondents - about half - cited weaknesses as compared to those who cited strengths for the ten services. This speaks well of the student and auxiliary services and undoubtedly contributes to the high overall level of satisfaction with JCCC.

1998 vs. 1996 Ratings: Overall Evaluation

It is apparent from Figure 7, below (see also Table 4, Appendix A), that, in general, the overall evaluations are quite similar for 1996 and 1998. The mean overall evaluation showed noticeable improvement from 1996 to 1998 for Financial Aid (from 3.55 to 3.79) and the Counseling Center (from 3.94 to 4.14).

Figure 7
Mean Overall Evaluation of Student/Auxiliary Services for 1996 and 1998
(5 -point scale: 5=Excellent to 1=Poor)

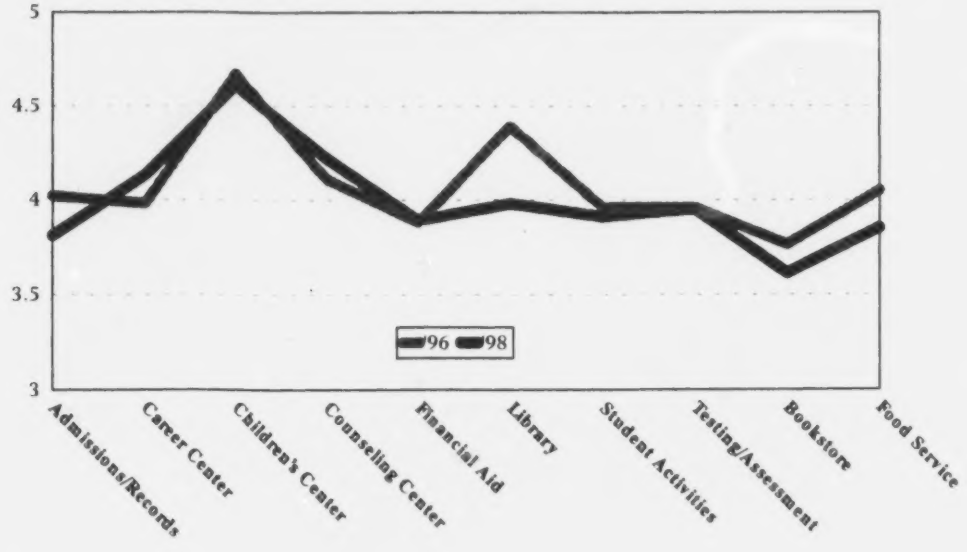


The mean overall evaluation for the following services was down slightly from 1996 to 1998: the Bookstore (from 3.87 to 3.69), Food Service (from 4.03 to 3.88), the Children's Center (from 4.67 to 4.55), the Library (from 4.24 to 4.12), and Student Activities (from 4.09 to 3.98).

1998 vs. 1996 Ratings: Attitude

Respondents were asked to rate services (from excellent to poor) in regard to attitude of service area staff (i.e., was the staff helpful, courteous, pleasant, etc.?). Mean ratings for attitude increased markedly from 1996 to 1998 for the Career Center (from 3.98 to 4.13) and for the Counseling Center (from 4.11 to 4.22). Mean ratings for attitude declined somewhat for the Library (from 4.39 to 3.98), Admissions & Records (from 4.02 to 3.81), Food Service (from 4.05 to 3.85), and the Bookstore (from 3.76 to 3.61).

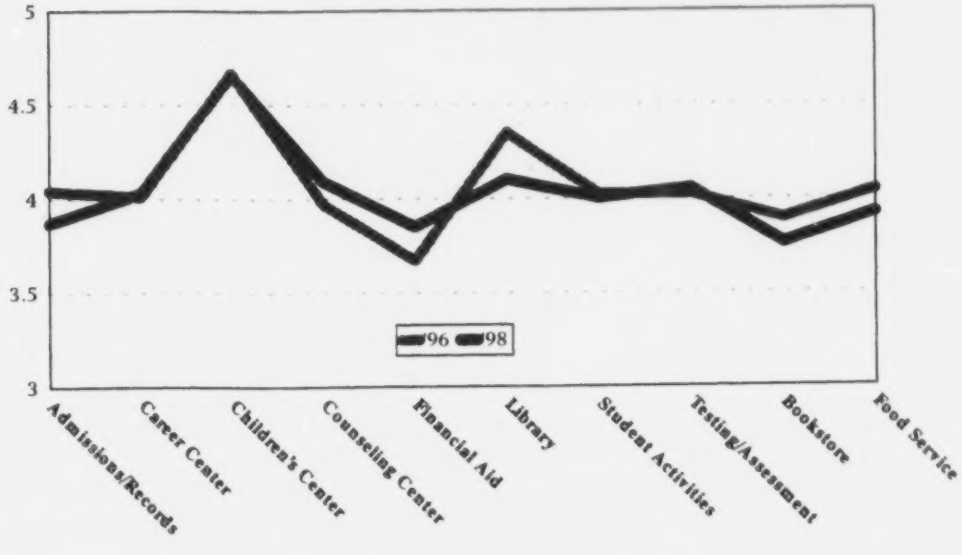
Figure 8
Mean Evaluation of Attitude for Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5=Excellent to 1=Poor)



1998 vs. 1996 Ratings: Competence

Mean ratings for competence (or knowledge: did the staff seem to know what they were doing, did they know where things were, could they answer questions) increased from 1996 to 1998 for Financial Aid (from 3.67 to 3.85) and for the Counseling Center (from 3.97 to 4.09). The mean ratings decreased somewhat for the Library (from 4.35 to 4.10) and Admissions and Records (from 4.04 to 3.87), and less for the Bookstore and Food Service. (See Figure 9, below, and Table 4, Appendix A.)

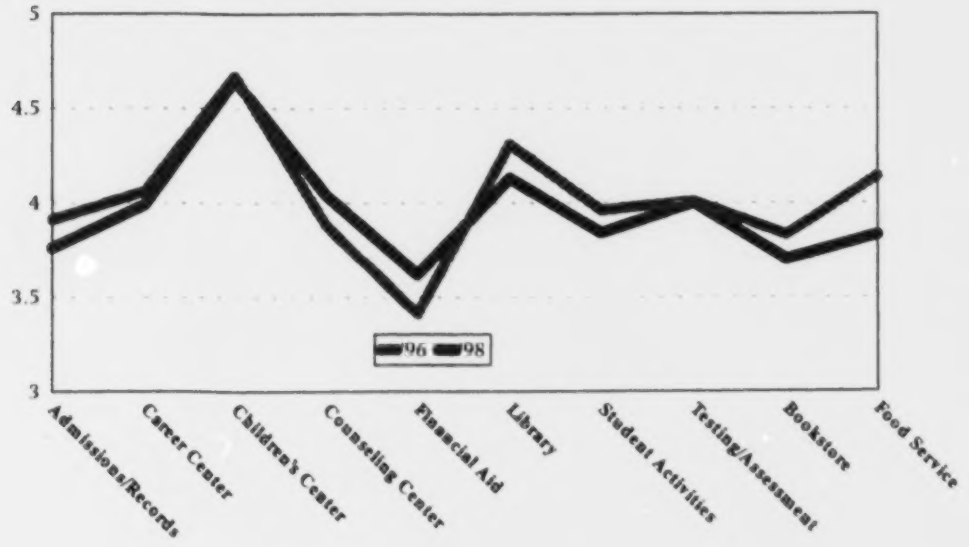
Figure 9
Mean Evaluation of Competence for Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5=Excellent to 1=Poor)



1998 vs. 1996 Ratings: Accessibility

Mean ratings for accessibility (or convenience, i.e., how easy it was to use the service, hours and days open, location, etc.) increased markedly from 1996 to 1998 for Financial Aid (from 3.41 to 3.62) and the Counseling Center (3.88 to 4.04). Mean ratings for accessibility decreased noticeably for Food Service (from 4.14 to 3.83) and the Library (from 4.31 to 4.13), and more moderately for Admissions and Records (from 3.91 to 3.76), for the Bookstore (from 3.83 to 3.70), and for Student Activities (from 3.96 to 3.84). (See Figure 10, next page, and Table 4, Appendix A.)

Figure 10
Mean Evaluation of Accessibility for Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5=Excellent to 1=Poor)



It is important to note the considerable construction underway in several areas on the JCCC campus during the survey period, which may have had an influence on respondents' ratings of accessibility.

Several features of JCCC not normally included in the biennial Student and Auxiliary Services survey were included in the Fall 1998 questionnaire in order to collect information for the Environmental Scan requested by the JCCC Board of Trustees.

Eight additional features were rated by the students (see Figure 11, below, and Table 7, Appendix A.)

- All eight features were rated excellent or good by over half of the students surveyed. Instructors, walkways/sidewalks, and rest rooms were rated excellent or good by about four out of five students.
- Non-instructor staff, outside lighting, and the web page received ratings of excellent or good by approximately two-thirds of the students surveyed.
- Four of the features listed were rated fair or poor by 10% or more of the respondents: pay phones (15%), kiosks (14%), the web page (11%), and outside lighting (11%).

Figure 11
Ratings of JCCC Features

Item Rated	Mean	Excellent/Good	Average	Fair/Poor
Instructors *(n=419)*	4.12	81.4%	15.3%	3.3%
Walkways/sidewalks *(n=414)*	4.11	79.7	16.7	3.6
Rest rooms *(n=418)*	4.08	79.2	16.0	4.8
Non-instructor staff *(n=401)*	3.89	68.6	25.7	5.7
Outside lighting *(n=390)*	3.81	68.5	21.0	10.5
Web page *(n=350)*	3.76	64.9	24.0	11.1
Pay phones *(n=375)*	3.60	59.5	25.3	15.2
Kiosks *(n=284)*	3.45	51.1	34.5	14.4

Method of Registration

- Although in-person registration is still the choice of the majority of respondents (57%), touch tone phone is also popular (23%), as is the Internet/WWW (20%). (See Table 7, Appendix A.)

Satisfaction with Registration Method Used

- Eighty-four percent of the respondents who registered by Internet/WWW were highly satisfied (sum of very or somewhat satisfied), compared with 78% of those who registered by touch tone phone, and 62% of those who registered in person. (See Table 7, Appendix A.)

Effect of Availability of Name-brand Fast Food on On-campus Eating Frequency

- Over 60% of respondents indicated that the availability of name-brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) would make them eat on campus much more often or more often than they do now. (See Table 7, Appendix A.)

Interest in Attending Evening Activities at JCCC

- There is little student interest in attending activities in the evening. Only 15% of respondents said they would definitely or probably attend evening activities; an additional 32% said they might attend (see Table 7, Appendix A.)

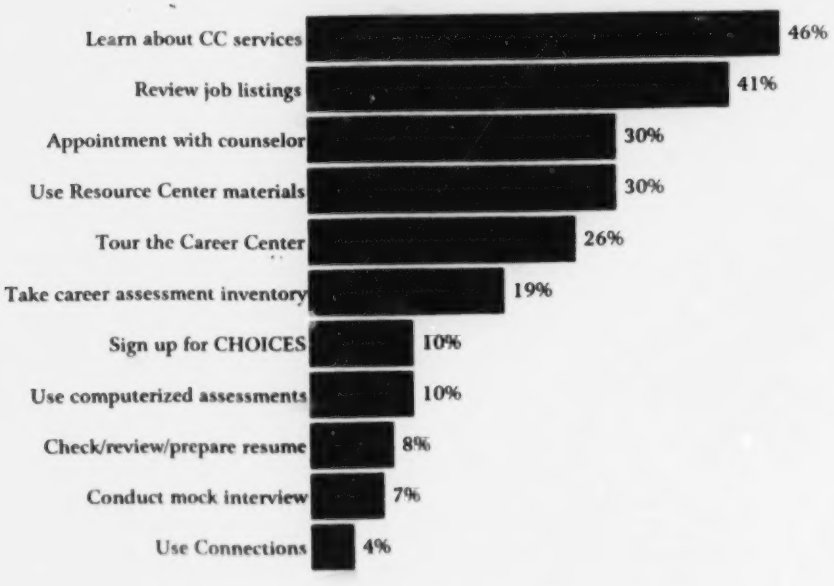
How Respondents Heard About JCCC's Children's Center

- The two most prevalent ways student respondents heard about the JCCC Children's Center include "drove by it/saw sign" (17%) and "saw it on the JCCC map" (12%). (See Table 7, Appendix A.)

Reasons for Visiting JCCC's Career Center

- Almost half of the respondents (46%) indicated their reason for visiting JCCC's Career Center was to learn about its services and resources; 41% reviewed job listings (see Figure 12, below, and Table 7, Appendix A).
- Thirty percent had an appointment with a Career Center counselor; 30% used the Resource Center.
- One-quarter of respondents toured the Career Center.

Figure 12
Reasons for Visiting JCCC's Career Center



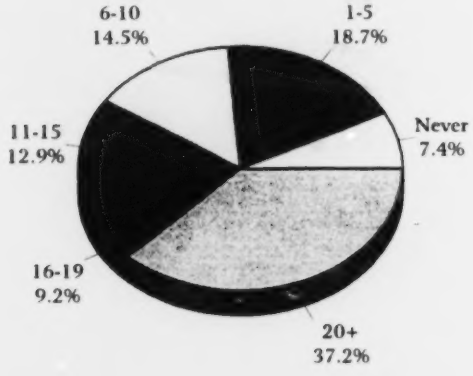
Frequency of Purchase

- Over one-third (37%) of students surveyed purchased items from JCCC's vending machines *20 or more times* during the past year (see Figure 13, and Table 8, Appendix A).

  Well over half (59%) of the respondents had purchased items from the vending machines more than 10 times during the past year.

  Only one out of 14 (7%) of the respondents had made no vending machine purchases in the past year.

Figure 13
Number of Times Vending Machines Used in Past Year



- Only 7% of respondents said they had never purchased items from JCCC's vending machines during the past year. The top two reasons given for not purchasing vending machine items include preferences to buy food elsewhere (50%) and that items in JCCC's vending machines are too expensive (22%).

- Eighty-eight percent of respondents indicated they buy at least one item from the vending machines each week. Eighty-five percent said they purchased drinks, 74% said they purchased snacks, and 66% said they purchased candy each week.

  Over half of respondents said they purchased five or more vending machine items total each week, 32% purchased five or more drinks, 17% purchased five or more snacks; and 9% purchased five or more candy items.

Perceptions About Vending Machine Items

With perhaps the exception of cost, the perceptions held by respondents about JCCC's vending machines are generally favorable.

Location

- Sixty-three percent of the respondents agree that the vending machines are conveniently located and over half (52%) agree that there are enough vending machines at JCCC.

Availability

- Nine percent of respondents indicated that items were always/frequently out-of-stock and 37% said they were occasionally out-of-stock.

Quality

- Over half (55%) of the respondents agree that the quality of items currently available in JCCC's vending machines is generally good.

- Almost 70% of the said it is always/frequently true that the items in the vending machines are fresh.

Operation of Machines

- Over 70% of the respondents said it is always/frequently true that the vending machines work properly.

Cost

- Over one-quarter of the respondents rated the cost of items in JCCC's vending machines as excellent or good, 42% rated it average, 22% rated it as fair or poor, and the remaining 9% didn't know how to rate the cost of vending machine items.

Selection

- Almost half (46%) rated the selection of items as excellent or good, 36% rated it as average, 12% rated it as fair or poor, and 7% didn't know how to rate the selection of items.

Vending Machine Problems

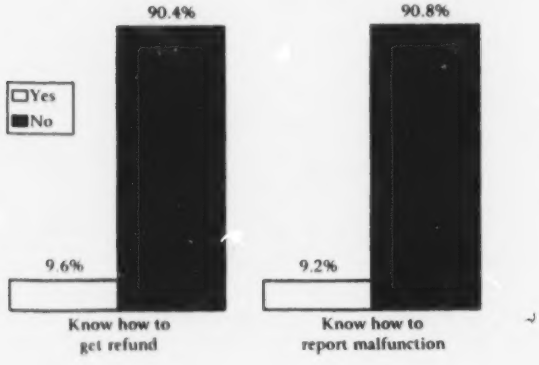
- A large proportion of respondents - 40% - didn't know what time of day vending machine items were out-of-stock and an additional 15% reported the items were always in stock.

  Five percent of respondents reported items out-of-stock in the morning, 11% reported them reported them out-of-stock in mid-day or afternoon, and 19% reported them out-of-stock in the evening.

- Very few - only about 10% - of students surveyed knew how to handle problems with the vending machines.

  As shown in Figure 14, below, and Table 8, Appendix A, 10% indicated they knew how to get a refund and 9% indicated they knew how to report a malfunction of the machine.

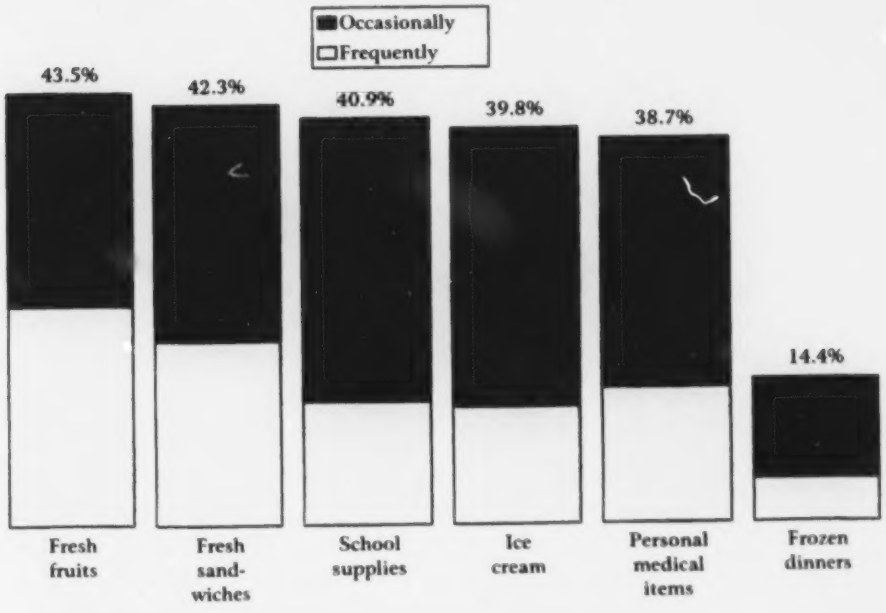
Figure 14
Awareness of Procedures for Handling Vending Machine Problems



Demand for Additional Items

- The demand for five of the six categories of items (fresh fruits, fresh sandwiches, school supplies, ice cream/frozen yogurt, and personal/medical items) included in the survey seemed high enough to warrant including them in the vending machines, at least on a trial basis. Only one category, frozen dinners/entrees, did not seem to generate sufficient interest to support even a test offering. (See Figure 15, below, and Table 8, Appendix A.)

Figure 15
Stated Purchase Frequency of Additional Vending Items



It is apparent from survey findings that awareness of service learning opportunities is fairly low at JCCC. (See Table 9, Appendix A.)

- One in nine respondents indicated they had been offered the opportunity to participate in a service learning project in one of their classes at JCCC. Over one-quarter (27%) of the respondents said they didn't know whether they had been offered the opportunity to participate.

- Respondents who hadn't been offered - or didn't know if they'd been offered - the opportunity to participate in service learning were asked if they would be interested in participating in a service learning project. Forty-four percent said they were not familiar with service learning and 16% said they didn't know if they'd be interested. Thus, approximately six in ten respondents didn't have enough information to indicate whether they'd be interested in service learning. One in twelve indicated they would be interested in participating in a service learning project, while the remaining 31% said they would not.

- The two main reasons given for *not* participating in service learning were that the service learning program wasn't explained clearly and time conflicts (given by 28% and 27% of respondents, respectively). Other reasons, each given by 15% of respondents, include not knowing how to pick a service learning project and that no one else in the class had selected the service learning option.

Participants in Service Learning

- Only twenty-five respondents - about 6% - indicated they had participated in a service learning project. Because this is such a small group, caution must be exercised in generalizing these results to the entire population of service learning participants.

- Ninety-one percent of responding service learning participants rated their service learning project excellent or good as a learning experience overall.

- The two most-prevalent benefits of the service learning experience were "being able to make a difference in people's lives" and "personal satisfaction," both of which were cited by just under half of the respondents. Other benefits, each cited by about one-third (or more) of respondents, include gaining insight into career options and choice of academic degree; help in clarifying personal beliefs and values; enhanced understanding of course lectures, text, and discussion; and gaining valuable work experience.

- About half of the participants in a service learning project said they would be more likely to participate in community service in the future as a result of their service learning experience. Forty-six percent were about as likely to participate in community service in the future, and interestingly, about 5% said they were much less likely to participate in community service in the future.

- Six in ten respondents said they would recommend service learning projects to other students.
- About half had been involved in community service projects prior to their service learning project at JCCC.

APPENDIX A

TABLED SURVEY RESULTS

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Table 1

PROFILE OF RESPONDENTS

Characteristic	Survey Respondents: Number	Percent	Fall 1998 JCCC Students
Gender			
Female	246	59.0%	54.1%
Male	171	41.0	45.9
Age			
20 & under	207	49.9%	38.9%
21 to 23	74	17.8	17.1
24 to 26	34	8.2	8.3
27 to 29	21	5.1	6.8
30 to 39	42	10.1	13.9
40 to 49	27	6.5	9.9
50 to 59	5	1.2	3.3
60 and over	5	1.2	1.8
Average Age:		24.6	27.1
Median Age:		21.0	22.0
Enrollment Status			
Full-time (12 or more hours)	217	54.9%	30.3%
Part-time (11 or fewer hours)	178	45.1	69.7
Attendance Status			
Mostly days	211	50.2%	54.3%
Mostly evenings	83	19.8	26.2
Both days and evenings	126	30.0	19.6
Educational Objective			
Transfer to another college or university	243	58.0%	39.8%
Prepare to enter job market	64	15.3	11.0
Improve skills for present job	27	6.4	11.9
Explore courses to decide on career	29	6.9	6.8
Remedy or review basic skills	2	0.5	0.7
Personal interest or self-improvement	16	3.8	1.3
Prepare to change careers	26	6.2	10.5
Other	12	2.9	18.1

Note: Unknowns have been excluded to enhance the usefulness of comparisons.

Table 2

EDUCATION

	Number	Percent
Highest Level of Education Completed		
Less than high school	15	3.6%
High school diploma	125	29.8
Some college, no degree	197	46.9
Vocational certificate	14	3.3
Associate degree	34	8.1
Bachelor's degree	29	6.9
Master's degree	4	1.0
Doctorate	1	0.2
Professional degree	1	0.2
No. of respondents	420	
Colleges and Universities Attended[1]		
JCCC only	174	49.6%
University of Kansas	56	16.0
Kansas State University	23	6.6
University of Missouri--Kansas City	9	2.6
Other Kansas colleges/universities	60	17.1
Other Missouri colleges/universities	27	7.7
Out of area colleges/universities	42	12.0
No. of respondents	351	

Note: [1]Multiple responses item; numbers and percentages are not additive. Percentages are based on the total number of respondents *to this question*.

Table 3

STUDENT & AUXILIARY SERVICES COMPOSITE[1] RESULTS: 1992 - 1998

	Overall Evaluation			Attitude			Competence			Accessibility		
	Excl./ Good	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*
STUDENT SERVICES												
Admissions and Records												
1992 (n=423)	70.7%	21.0%	8.3%	70.9%	22.2%	6.9%	74.0%	18.1%	7.9%	63.5%	22.7%	13.8%
1994 (n=425)	75.4	18.9	5.7	74.3	20.7	4.9	76.0	17.4	6.6	71.4	20.3	8.3
1996 (n=388)	79.2	15.3	5.5	77.6	18.6	3.9	78.2	17.1	4.7	73.5	18.2	8.3
1998 (n=379)	73.6	20.6	5.8	69.1	21.5	9.5	69.3	23.1	7.6	65.8	23.7	10.6
Career Center												
1992 (n=127)	70.8%	22.3%	6.9%	70.2%	22.9%	6.9%	72.1%	21.7%	6.2%	75.6%	19.1%	5.3%
1994 (n=101)	66.0	24.0	10.0	77.0	17.0	6.0	65.6	27.3	7.1	72.3	22.8	5.0
1996 (n=108)	80.3	15.9	3.7	75.9	19.4	4.6	75.0	19.4	5.6	81.5	18.5	4.6
1998 (n=136)	75.8	19.9	4.4	78.7	17.6	3.7	77.2	16.9	5.9	74.3	19.9	5.8
Children's Center												
1992 (n=63)	88.2%	7.4%	4.4%	91.3%	5.8%	2.9%	91.2%	7.4%	1.5%	77.9%	14.7%	7.4%
1994 (n=43)	88.4	4.7	7.0	95.4	2.3	2.3	95.3	2.3	2.3	74.4	18.6	7.0
1996 (n=6)[2]	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	83.3	16.7	0.0
1998 (n=38)	94.7	2.6	2.6	94.7	5.3	0.0	97.3	0.0	2.7	89.5	0.0	10.5
Counseling												
1992 (n=403)	73.0%	17.4%	9.6%	77.9%	17.4%	4.7%	74.0%	17.0%	9.1%	71.5%	19.4%	9.1%
1994 (n=379)	76.3	15.8	7.9	81.5	9.8	8.7	75.2	16.9	7.9	67.3	23.7	8.9
1996 (n=378)	75.4	16.1	8.5	82.5	13.0	4.5	74.4	17.2	8.2	73.6	19.8	6.7
1998 (n=270)	81.5	11.9	5.2	85.3	9.9	4.8	76.3	16.2	7.4	76.3	16.7	5.6

Table 3 (continued)

STUDENT & AUXILIARY SERVICES COMPOSITE RESULTS: 1992 - 1998

	Overall Evaluation			Attitude			Competence			Accessibility		
	Excl./ Good	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*
Financial Aid												
1992 (n=180)	51.6%	24.7%	23.6%	57.1%	25.3%	17.6%	50.5%	22.0%	27.5%	55.5%	25.8%	18.7%
1994 (n=154)	58.5	17.5	24.0	61.7	27.3	11.0	55.2	23.0	21.7	57.5	20.3	22.2
1996 (n=170)	60.9	19.3	19.9	70.0	23.5	6.5	62.2	25.0	12.8	54.0	25.6	20.3
1998 (n=173)	67.0	19.1	13.9	72.2	16.2	11.6	69.9	16.8	13.3	59.6	22.0	18.5
Library												
1996 (n=385)[3]	89.1%	7.5	3.4%	87.0%	9.8%	3.1%	91.4%	5.7%	2.8%	86.8%	9.8%	3.4%
1998 (n=358)	77.7	19.0	3.4	73.6	18.4	8.1	77.1	19.6	3.4	79.1	16.4	4.5
Student Activities												
1992 (n=110)	72.3%	20.5%	7.1%	71.7%	23.0%	5.3%	76.1%	20.4%	3.5%	79.6%	16.8%	3.5%
1994 (n=65)	83.0	16.9	0.0	78.5	20.0	1.5	80.0	18.5	1.5	75.3	23.1	1.5
1996 (n=56)	76.8	21.4	1.8	72.8	23.6	3.6	76.8	21.4	1.8	71.3	25.0	3.6
1998 (n=99)	74.6	20.3	5.3	68.3	24.1	7.6	74.6	22.8	2.5	70.9	21.5	7.6
Testing and Assessment												
1992 (n=257)	72.1%	22.1%	5.8%	61.2%	28.5%	10.4%	70.9%	21.7%	7.4%	70.5%	18.6%	10.9%
1994 (n=238)	70.4	24.5	5.1	67.7	23.5	8.8	71.8	23.5	4.6	71.9	21.8	9.2
1996 (n=215)	79.5	16.3	4.2	76.2	18.6	5.1	79.1	16.3	4.7	78.2	13.0	8.8
1998 (n=214)	74.1	22.0	3.9	72.4	19.9	7.8	76.1	20.5	3.4	74.7	19.5	5.9
AUXILIARY SERVICES												
Bookstore												
1992 (n=492)	82.7%	12.4%	4.9%	77.0%	18.7%	4.3%	83.3%	13.6%	3.1%	80.4%	13.8%	5.7%
1994 (n=490)	74.7	19.6	5.7	70.6	24.1	5.3	76.0	19.3	4.7	73.3	19.6	7.1
1996 (n=459)	70.6	22.6	6.8	65.6	24.2	10.2	70.8	22.7	6.6	66.6	26.0	7.4
1998 (n=411)	63.0	25.5	11.4	60.4	24.9	14.7	66.6	22.8	10.6	62.5	25.8	11.6

Table 3 (continued)

STUDENT & AUXILIARY SERVICES COMPOSITE RESULTS: 1992 - 1998

	Overall Evaluation			Attitude			Competence			Accessibility		
	Excl./ Good	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*	*Excl./ Good*	*Avg.*	*Fair/ Poor*
Food Service												
1992 (n=400)	78.8%	16.6%	4.6%	78.0%	17.1%	4.9%	77.8%	17.3%	4.9%	81.5%	13.7%	4.8%
1994 (n=387)	77.2	19.1	3.6	74.5	22.7	2.8	77.2	21.4	1.4	78.7	18.2	3.2
1996 (n=318)	76.1	19.2	4.7	75.3	21.6	3.1	75.6	21.4	3.1	79.5	15.1	5.4
1998 (n=253)	71.4	23.3	5.3	71.5	17.1	11.4	71.7	20.9	7.4	68.2	21.2	10.6

Note: [1]Data were collected utilizing a 5-point scale ranging from *excellent* to *poor*. To enhance the clarity of the data, the *excellent* and *good* responses have been combined and the *fair* and *poor* responses have been combined.

[2]Small sample (oversample not included).

[3]The library was included in the survey in 1996 for the first time.

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Table 4

COMPARISON OF STUDENT & AUXILIARY SERVICES EVALUATIONS: 1992 - 1998

Scale: 5 = *Excellent* 4 = *Good* 3 = *Average* 2 = *Fair* 1 = *Poor*

	Overall Evaluation	Attitude	Competence	Accessibility
STUDENT SERVICES				
Admissions and Records				
1992	3.80	3.80	3.87	3.66
1994	3.96	3.92	3.92	3.88
1996	4.02	4.02	4.04	3.91
1998	3.94	3.81	3.87	3.76
Career Center				
1992	3.92	3.92	3.97	4.05
1994	3.82	4.03	3.78	3.90
1996	4.06	3.98	4.01	4.06
1998	4.04	4.13	4.03	3.99
Children's Center				
1992	4.47	4.58	4.52	4.15
1994	4.49	4.63	4.67	4.19
1996[1]	4.67	4.67	4.67	4.67
1998	4.55	4.61	4.66	4.65
Counseling Center				
1992	3.87	4.01	3.89	3.84
1994	3.95	4.03	3.93	3.81
1996	3.94	4.11	3.97	3.88
1998	4.14	4.22	4.09	4.04
Financial Aid				
1992	3.41	3.57	3.35	3.53
1994	3.49	3.72	3.50	3.46
1996	3.55	3.88	3.67	3.41
1998	3.79	3.89	3.85	3.62
Library				
1996[2]	4.24	4.39	4.35	4.31
1998	4.12	3.98	4.10	4.13
Student Activities				
1992	3.90	3.91	3.98	4.04
1994	4.17	4.11	4.11	4.08
1996	4.09	3.96	4.02	3.96
1998	3.98	3.91	4.00	3.84

Table 4 (continued)

COMPARISON OF STUDENT & AUXILIARY SERVICES EVALUATIONS: 1992 -1998

Scale: 5 = *Excellent* 4 = *Good* 3 = *Average* 2 = *Fair* 1 = *Poor*

	Overall Evaluation	Attitude	Competence	Accessibility
Testing and Assessment				
1992	3.92	3.65	3.86	3.81
1994	3.86	3.74	3.86	3.85
1996	4.08	3.96	4.02	4.01
1998	4.05	3.95	4.05	4.00
AUXILIARY SERVICES				
Bookstore				
1992	4.12	4.02	4.15	4.10
1994	3.90	3.84	3.95	3.89
1996	3.87	3.76	3.89	3.83
1998	3.69	3.61	3.76	3.70
Food Service				
1992	4.05	4.05	4.03	4.12
1994	3.98	4.01	4.03	4.08
1996	4.03	4.05	4.04	4.14
1998	3.88	3.85	3.92	3.83

Notes: [1]Small sample; oversample of Children's Center users not included.
[2]Library included in the survey for the first time in 1996.

Table 5

MAJOR STRENGTHS AND WEAKNESSES OF STUDENT & AUXILIARY SERVICES

(Numbers in bold face are one of the top three strengths/weaknesses for the service.)

	Ad/ Rec	Book- Store	Car Ctr	Chld Ctr	Couns Ctr	Fin Aid	Food Srvc	Lib- Rary	Stdnt Act	Test Ctr
Major Strengths *(Multiple responses allowed.)*										
Answer your questions/advise you	**65%**	40%	**64%**	45%	**68%**	**54%**	22%	53%	30%	40%
Convenient/good location	**60**	**53**	**49**	**70**	54	33	48	**63**	**36**	37
Easy to use	54	**53**	43	50	52	38	**53**	**57**	31	**52**
Fast, efficient service	43	45	35	45	39	33	**51**	45	29	35
Hours open/available	41	**49**	39	55	48	36	42	53	29	37
Kiosk	15	12	15	5	14	17	12	19	15	13
Knowledgeable staff	52	43	48	60	**55**	**45**	26	52	26	35
Nice/friendly/helpful staff	**56**	**49**	**54**	**65**	**65**	**49**	**49**	52	**34**	**44**
Organized	52	48	48	**65**	52	41	40	**54**	**32**	**46**
Phone contact/registration	40	15	21	30	27	24	10	19	10	15
Major Weaknesses *(Multiple responses allowed.)*										
Attitude of staff not good/friendly	7%	10%	3%	5%	2%	8%	7%	7%	2%	6%
Crowded space	**20**	**16**	**8**	**5**	**13**	**17**	7	3	**3**	**5**
Hours limited/inconvenient	10	9	**5**	0	**5**	8	**8**	**6**	**2**	**9**
Not enough staff	**13**	12	2	0	6	13	6	**5**	**2**	2
Phone problems	**13**	2	1	0	3	8	1	1	1	1
Process too complicated	8	2	1	0	1	**17**	1	2	1	1
Selection too limited	3	9	2	**5**	2	3	9	**5**	**2**	2
Staff not knowledgeable	4	5	3	0	7	7	3	2	**4**	4
Too expensive	1	**25**	0	**10**	0	1	**15**	0	0	1
Waiting in line	**31**	**28**	**7**	**5**	**23**	**31**	**10**	2	0	2

Table 6

FREQUENCY OF USE/REASONS FOR NOT USING STUDENT & AUXILIARY SERVICES

(Numbers in bold face are one of the top three reasons for not using the service.)

	Admissions/ Records	Book-Store	Career Center	Children's Center	Counsel. Center	Financ. Aid	Food Service	Library	Student Activ.	Testing Center
# of Times Used in Past Year										
Never	10.2%	5.4%	67.0%	95.5%	36.6%	58.9%	42.6%	15.6%	77.5%	50.9%
1-2	56.4	53.5	22.6	1.1	39.7	23.9	15.9	23.1	15.7	38.1
3-5	28.4	26.4	7.1	0.2	19.2	11.8	11.8	24.0	3.9	7.3
6 or more	5.0	14.7	3.4	3.2	4.5	5.5	29.7	37.2	3.0	3.7
No. of respondents	440	443	439	440	443	440	441	441	440	436
Reasons for Not Using Student/Auxiliary Services *(Multiple responses allowed.)*										
Accessibility limited	0%	0%	2%	2%	2%	3%	2%	3%	2%	1%
Didn't know about it	**18**	0	**16**	**9**	**6**	**5**	**5**	0	**24**	**6**
Didn't know where it was	**11**	4	**12**	**7**	3	**7**	**11**	**3**	**11**	**7**
Didn't need it	**87**	**54**	**72**	**87**	**81**	**82**	**78**	**86**	**61**	**87**
Had a bad feeling about it	0	4	1	0	2	2	2	0	2	2
Hours limited	4	4	4	1	5	2	**5**	**3**	7	2
Location inconvenient	0	**8**	0	0	0	0	2	1	2	0
Selection limited	0	0	1	0	1	1	2	0	2	0
Too expensive	0	**42**	0	0	0	0	5	0	0	0

Table 7

SELECTED RESULTS/RATINGS

Q13. Please rate the following.	Mean	Excl/Good	Average	Fair/Poor
Instructors (Were they helpful, knowledgeable, etc.?)	4.12	81.4%	15.3%	3.3%
Kiosks (Was there a line, were they easy to use, were convenient, etc.)	3.45	51.1	34.5	14.4
Outside lighting (Were the bulbs lilt, did you feel safe, was there enough?)	3.81	68.5	21.0	10.5
Pay phones (Were they conveniently located, did you have to wait in line, etc.?)	3.60	59.5	25.3	15.2
Rest rooms (Were they clean, conveniently located, did you have to wait in line, etc.?)	4.08	79.2	16.0	4.8
Staff other than instructors (Were they friendly, helpful, knowledgeable, etc..?)	3.89	68.6	25.7	5.7
Walkways/sidewalks (Were they in good repair, were there enough of them, etc.?)	4.11	79.7	16.7	3.6
Web page (Was it easy to access, did it have helpful information, etc.?)	3.76	64.9	24.0	11.1

Q31. Overall, based on your experience to date, how would you rate JCCC?

Excellent	40.4%
Good	45.2
Average	12.1
Fair	1.4
Poor	0.9
Mean	4.23
No. of respondents	431

Q32. How did you register for classes this semester?

In person	57.0%
Touch tone phone	23.3
Internet/WWW	19.7
No. of respondents	416

SELECTED RESULTS/RATINGS

Q33. How satisfied are you with the registration method you used?

	Mean	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
All respondents (n=427)	3.87	33.5%	35.8%	19.0%	8.0%	3.7%
Registered in person (n=236)	3.70	25.8	36.0	24.2	9.7	4.2
Registered by touch tone phone (n=97)	4.05	38.1	40.2	13.4	5.2	3.1
Registered by Internet/WWW (n=81)	4.20	50.6	33.3	4.9	7.4	3.7

Q34. Would you attend some JCCC activities if they were offered in the evening?

Definitely	8.5%
Probably	6.8
Maybe	31.5
Probably not	27.0
Definitely not	4.9
Unsure	8.5
No. of respondents	426

Q35. How much more or less often would you eat on campus if name brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) were available on campus?

Much more often than I do now	22.9%
More often than I do now	37.9
About as often as I do now	32.9
Less often than I do now	2.1
Much less often than I do now	4.1
No. of respondents	419

Table 7 (continued)

SELECTED RESULTS/RATINGS

Q36. How did you hear about JCCC's Children's Center? *(Multiple responses allowed.)*

Drove by it/saw sign	17.4%
Saw it on the JCCC map	12.3
Friend/relative/student told me about it	9.6
Materials provided by JCCC	8.9
Brochure	4.0
Other	18.1

Q37. If you have visited JCCC's Career Center, what was the reason for your visit? *(Multiple responses allowed.)*

Learn about Career Center services/resources	46.2%
Review job listings	41.4
Appointment with Career Center counselor	30.3
Use Resource Center (videos, handouts, books, employer/career files)	30.3
Tour the Career Center	25.5
Take career assessment inventory	19.3
Sign up for CHOICES	10.3
Use computerized assessments - SIGI, GIS, DISCOVER	10.3
Check/review/prepare my resume	7.6
Conduct a mock interview	6.9
Use Connections (alumni database for informational interviewing)	4.1
No. of respondents	145

Table 8

VENDING SERVICES

Q21. During the past year, how many times have you purchased items from JCCC's vending machines?

Never	7.4%
1-5	18.7
6-10	14.5
11-15	12.9
16-19	9.2
20+	37.2
No. of respondents	433

Q21A. If NEVER, why have you never purchased items from JCCC's vending machines?

I prefer to buy my food elsewhere.	50.0%
The items in JCCC's vending machines are too expensive.	21.9
The items I want from JCCC's vending machines are usually sold out.	6.3
The quality of the items sold in the JCCC vending machines is not that good.	6.3
The closest vending machine at JCCC is too far from my class(es).	3.1
The selection of items in JCCC's vending machines is limited.	3.1
Other	31.3
No. of respondents	32

Q22. How often would you purchase the items listed below if available in JCCC's vending machines?

	Frequently	Occasionally	Rarely	Never	Don't know
Fresh fruits	22.0%	21.5%	15.3%	38.5%	2.6%
Fresh sandwiches	18.5	23.8	13.5	42.8	1.4
School supplies	12.4	28.5	19.4	37.3	2.4
Ice cream/frozen yogurt	11.8	28.0	15.9	42.4	1.9
Personal/medical items	13.6	25.1	21.1	37.3	2.7
Frozen dinners/entrees(n=410)	4.4	10.0	10.0	71.5	4.1

Table 8 (continued)

VENDING SERVICES

Q23. How would you rate the selection of items available in JCCC's vending machines?

Excellent	9.2%
Good	36.4
Average	35.9
Fair	10.1
Poor	1.6
Don't know	6.8
No. of respondents	426

Q24. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree
JCCC's vending machines are conveniently located.	8.4%	54.9%	30.2%	4.4%	2.1%
There are enough vending machines at JCCC.	6.5	45.0	35.9	10.5	2.1
The quality of items in JCCC's vending machines is generally good.	6.1	49.3	39.2	4.0	1.4

Q25. How frequently are the following statements true?

	Always	Frequently	Occasionally	Rarely	Never	Don't know
The items in JCCC's vending machines are fresh.	28.2%	40.2%	10.1%	1.9%	1.2%	18.4%
The items I want to buy in JCCC's vending machines are out-of-stock.	2.1	6.9	36.9	35.7	4.7	13.7
JCCC's vending machines work properly.	28.4	42.7	14.1	2.1	1.4	11.3

53

Table 8 (continued)

VENDING SERVICES

Q26. When have the items in JCCC's vending machines been out-of-stock?

Morning	4.9%
Mid-day	11.4
Afternoon	11.4
Evening	18.8
Don't know	39.8
Items always in stock	15.0

Q27. How would you rate the cost of items in JCCC's vending machines?

Excellent	4.0%
Good	23.0
Average	42.0
Fair	14.5
Poor	7.4
Don't know	9.0
No. of respondents	421

Q28. How many of the following items do you purchase each week from JCCC's vending machines?

	None	1-2	3-4	5-6	7-8	9-10	10+
Candy	34.2%	41.8%	14.6%	3.9%	2.1%	1.3%	2.1
Drinks	14.8	31.1	22.6	15.5	6.3	2.9	6.8
Snacks	25.8	40.1	16.8	8.5	4.3	1.8	2.8
Total	11.6	19.6	18.0	12.7	13.5	7.7	16.9

Table 8 (continued)

VENDING SERVICES

Q29. Are you aware of the procedures at JCCC for obtaining a refund for vending machine items?

Yes	9.6%
No	90.4
No. of respondents	417

Q30. Do you know how to report vending machine malfunctions at JCCC?

Yes	9.2%
No	90.8
No. of respondents	422

57

58

Table 9

SERVICE LEARNING

Q15. Have you been offered the opportunity to participate in a service learning project in one of your classes at JCCC?

Yes	11.1%
No	62.1
Don't know	26.8
No. of respondents	396

Q15A. If not, would you be interested in participating in a service learning project?

(Base: Respondents who had not been offered - or who didn't know if they'd been offered - the opportunity to participate in a service learning project.)

Yes	8.4%
No	31.4
Don't know	16.3
Not familiar with service learning	43.9
No. of respondents	344

Q16. Have you participated in a service learning project in one of your classes at JCCC?

Yes	5.6%*

*Note: Percentages based on total respondents.

Table 9 (continued)

SERVICE LEARNING

Q16A. Why not? *(Multiple responses allowed.)*

The service learning program wasn't explained clearly	28.0%
Time conflicts (school, work, or personal commitments)	27.3
Didn't know how to pick a service learning project	14.9
No one else in my class was doing the service learning option	14.9
Prefer exams, research papers, and assignments to the service learning option	9.3
Didn't know how the service learning project would be graded	9.3
Didn't understand the class assignment for the service learning project	8.1
Couldn't find a suitable site (location, transportation, arrangements, etc.)	3.7
Had difficulty contacting the Service Learning Office	1.9
No. of respondents	161

Q17. How would you rate, as a learning experience, the service learning project in which you participated?

Excellent	50.0%
Good	40.9
Average	9.1
Fair	0.0
Poor	0.0
No. of respondents	22[1]

[1]Note: Small sample.

Table 9 (continued)

SERVICE LEARNING

Q18. Which of the following are benefits of your service learning experience? *(Multiple responses allowed.)*

Was able to "make a difference" in people's lives/well-being	48.0%
Personal satisfaction	48.0
Gained insight into my career options and choice of academic degree	40.0
Helped to clarify my personal beliefs and values	36.0
Increased my understanding of community problems, issues, and individuals	36.0
Enhanced my understanding of course lectures, text, and discussion	32.0
Gained valuable work experience	32.0
Was able to apply theories/concepts learned in the classroom to the "real world"	24.0
Increased understanding of my community/civic responsibility	24.0
Acquired self-confidence/communication skills/leadership skills	20.0
Developed my intellectual skills - critical thinking, problem solving	20.0
No. of respondents	25[1]

Q19. As a result of your service learning experience, are you more or less likely to participate in community service?

Much more likely	9.1%
More likely	40.9
About as likely	45.5
Less likely	0.0
Much less likely	4.5
No. of respondents	25[1]

Q20. Which of the following is true for you? *(Multiple responses allowed.)*

I would recommend service learning projects to other students	60.0%
I was involved in community service prior to my service learning project at JCCC	48.0
The service learning project at JCCC was my first community service experience	20.0
I plan to be more involved with community service in the future	20.0

[1]Note: Small sample.

APPENDIX B

QUESTIONNAIRE

FALL 1998 USER EVALUATION OF JCCC STUDENT/AUXILIARY SERVICES

If you have completed this survey in another class this year, please check here ___ and return this form, unused, to your instructor. Please do not complete more than one evaluation survey.

Dear Student,

The JCCC Office of Institutional Research (OIR) is conducting this survey to evaluate various student and auxiliary services provided by the college. Please answer each question as completely and honestly as possible. Return your completed survey to your instructor, or, if you prefer, drop it off at COM 305. Thank you!

DIRECTIONS: Please fill in completely the oval next to your response. Do not use red ink!
Please write your comments on the last page of the survey ONLY!

NOTE: ALL enrollment procedures, including mail, telephone, and Web, are included in Admissions & Records.

1. During the past year, how many times have you used each of the following student/auxiliary services?

	Never	1-2	3-5	6 or more
ADMISSIONS & RECORDS OFFICE	Never	1-2	3-5	6 or more
BOOKSTORE	Never	1-2	3-5	6 or more
CAREER CENTER	Never	1-2	3-5	6 or more
CHILDREN'S CENTER	Never	1-2	3-5	6 or more
COUNSELING CENTER	Never	1-2	3-5	6 or more
FINANCIAL AID OFFICE	Never	1-2	3-5	6 or more
FOOD SERVICE	Never	1-2	3-5	6 or more
LIBRARY	Never	1-2	3-5	6 or more
STUDENT ACTIVITIES	Never	1-2	3-5	6 or more
TESTING & ASSESSMENT CENTER	Never	1-2	3-5	6 or more

2. For EACH of the student/auxiliary services you NEVER USED in the past year, please mark *all* the reasons why you didn't use it. ***(If you used all of the student services listed at least once in the past year, skip this question and continue with the questions on the back of this page.)***

Mark as many reasons as apply.

	Too expensive	Selection limited	Location inconvenient	Hours limited	Had a bad feeling about it	Didn't need it	Didn't know where it was	Didn't know about it	Accessibility limited
ADMISSIONS & RECORDS OFFICE									
BOOKSTORE									
CAREER CENTER									
CHILDREN'S CENTER									
COUNSELING CENTER									
FINANCIAL AID OFFICE									
FOOD SERVICE									
LIBRARY									
STUDENT ACTIVITIES									
TESTING & ASSESSMENT CENTER									

Please rate only those services you have used within the past year. If you have not used a service within the past year, leave those items blank and skip to the next service.

	Poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)
3. ADMISSIONS & RECORDS OFFICE					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the service, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
4. BOOKSTORE					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the Bookstore, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
5. CAREER CENTER					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the Center, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
6. CHILDREN'S CENTER					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the Center, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
7. COUNSELING CENTER					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things are, could answer your questions?)					
Convenience (How easy was it to use the Center, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
8. FINANCIAL AID OFFICE					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the service, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					

Please rate only those services you have used within the past year. If you have not used a service within the past year, leave those items blank and skip to the next service.

	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
9. FOOD SERVICE					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the service, hours and days open, location, etc.?)					
Vending machines (Did they work properly, were they filled, sufficient selection, etc.)					
Your overall satisfaction (Did you get what you wanted or needed?)					
10. LIBRARY					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the Library, hours & days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
11. STUDENT ACTIVITIES					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to attend the activities, hours/days, location, etc.)					
Your overall satisfaction (Did you get what you wanted or needed?)					
12. TESTING & ASSESSMENT CENTER					
Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)					
Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)					
Convenience (How easy was it to use the Center, hours and days open, location, etc.?)					
Your overall satisfaction (Did you get what you wanted or needed?)					
13. MISCELLANEOUS					
Instructors (Were they helpful, knowledgeable, etc.?)					
Kiosks (Was there a line, were they easy to use, were they convenient, etc.?)					
Outside lighting (Were the bulbs lit, did you feel safe, was there enough?)					
Pay phones (Were they conveniently located, did you have to wait in line, etc.?)					
Rest rooms (Were they clean, conveniently located, did you have to wait in line, etc.?)					
Staff other than instructors (Were they friendly, helpful, knowledgeable, etc.?)					
Walkways/sidewalks (Were they in good repair, were there enough of them, etc.?)					
Web page (Was it easy to access, did it have helpful information, etc.?)					

14A. **For each of the student/auxiliary services you have *used in the past year*, please mark *all* the *major strengths* of the service.**

Example: In the 2nd line, please mark all the major strengths of the Bookstore.

Phone contact/registration
Organized
Nice/friendly/helpful staff
Knowledgeable staff
Kiosk
Hours open/available
Fast, efficient service
Easy to use
Convenient/good location
Answer your questions/advise you

ADMISSIONS & RECORDS
BOOKSTORE
CAREER CENTER
CHILDREN'S CENTER
COUNSELING CENTER
FINANCIAL AID
FOOD SERVICE
LIBRARY
STUDENT ACTIVITIES
TESTING CENTER

14B. **For each of the student/auxiliary services you have *used in the past year*, please mark *all* the *major weaknesses* of the service.**

Waiting in line
Too expensive
Staff not knowledgeable
Selection too limited
Process too complicated
Phone problems
Not enough staff
Hours limited/inconvenient
Crowded space
Attitude of staff not good/friendly

ADMISSIONS & RECORDS
BOOKSTORE
CAREER CENTER
CHILDREN'S CENTER
COUNSELING CENTER
FINANCIAL AID
FOOD SERVICE
LIBRARY
STUDENT ACTIVITIES
TESTING CENTER

SERVICE LEARNING

15. Have you been offered the opportunity to participate in a service learning project in one of your classes at JCCC?

Yes>>GO TO Q16 No>>GO TO Q15A Don't know>>GO TO Q15A

15A. If not, would you be interested in participating in a service learning project? (All answers go to Q21)

Yes No Don't know Not familiar with service learning

16. Have you participated in a service learning project in one of your classes at JCCC?

Yes>>GO TO Q17 No>>Why not? (Mark as many as apply)

The service learning program wasn't explained clearly

Had difficulty contacting the Service Learning Office

Time conflicts (school, work, or personal commitments)

Prefer exams, research papers, and assignments to the service learning option

Didn't know how the service learning project would be graded

Didn't know how to pick a service learning project

No one else in my class was doing the service learning option

Didn't understand the class assignment for the service learning project

Couldn't find a suitable site (location, transportation, arrangements, etc.)

Q17 thru Q20 are to be answered by past/current JCCC service learning project participants ONLY.
If you have never participated in a service learning project at JCCC, please skip to Q21.

17. How would you rate, as a learning experience, the service learning project in which you participated?

Poor Fair Average Good Excellent

18. Which of the following are benefits of your service learning experience? (Mark all that apply)

Enhanced my understanding of course lectures, text, and discussion

Was able to "make a difference" in people's lives/well-being

Helped to evaluate and clarify my personal beliefs and values

Developed my intellectual skills - critical thinking, problem solving

Increased my understanding of community problems, issues, and individuals

Personal satisfaction

Was able to apply theories/concepts learned in the classroom to the "real world"

Gained valuable work experience

Increased understanding of my community/civic responsibility

Gained insight into my career options and choice of academic degree

Acquired self-confidence/communication skills/leadership skills

19. As a result of your service learning project, are you more or less likely to participate in community service?

Much less likely Less likely About as likely More likely Much more likely

20. Which of the following is true for you? (Mark all that apply)

The service learning project at JCCC was my first community service experience

I was involved in community service prior to my service learning project at JCCC

I plan to be more involved with community service in the future

I would recommend service learning projects to other students

VENDING MACHINES

21. During the past year, how many times have you purchased items from JCCC's vending machines?

Never 1-5 6-10 11-15 16-19 20+

IF NEVER, why have you never purchased items from JCCC's vending machines? (Mark all that apply)

The items in JCCC's vending machines are too expensive.

The items I want from JCCC's vending machines are usually sold out.

The quality of the the items sold in the JCCC vending machines is not that good.

The closest vending machine at JCCC is too far from my class(es).

I prefer to buy my food elsewhere.

The selection of items in JCCC's vending machines is limited.

Other_____

22. How often would you purchase the items listed below if available in JCCC's vending machines?

A. Frozen dinners/entrees	Never	Rarely	Occasionally	Frequently	Don't know
B. Ice cream/frozen yogurt	Never	Rarely	Occasionally	Frequently	Don't know
C. Fresh sandwiches	Never	Rarely	Occasionally	Frequently	Don't know
D. Fresh fruits	Never	Rarely	Occasionally	Frequently	Don't know
E. School supplies (diskettes, highlighters, paper, etc.)	Never	Rarely	Occasionally	Frequently	Don't know
F. Personal/medical items (Tylenol, combs, etc.)	Never	Rarely	Occasionally	Frequently	Don't know

23. How would you rate the selection of items available in JCCC's vending machines?

Poor Fair Average Good Excellent Don't know

24. How strongly do you agree or disagree with the following statements?

A. JCCC's vending machines are conveniently located.

Strongly disagree Disagree Neutral Agree Strongly agree

B. There are enough vending machines at JCCC.

Strongly disagree Disagree Neutral Agree Strongly agree

C. The quality of items in JCCC's vending machines is generally good.

Disagree strongly Disagree Neutral Agree Agree strongly

25. How frequently are the following statements true?

A. The items in JCCC's vending machines are fresh.

Never Rarely Occasionally Frequently Always Don't know

B. The items I want to buy in JCCC's vending machines are out-of-stock.

Never Rarely Occasionally Frequently Always Don't know

C. JCCC's vending machines work properly.

Never Rarely Occasionally Frequently Always Don't know

26. When have the items in JCCC's vending machines been out-of-stock? (Mark all that apply)

Morning Mid-day Afternoon Evening Don't know Items always in stock

27. **How would you rate the cost of items in JCCC's vending machines?**

Poor Fair Average Good Excellent Don't know

28. **How many of the following types of items do you purchase each week from JCCC's vending machines?**

A. Candy	None	1-2	3-4	5-6	7-8	9-10	More than 10
B. Drinks	None	1-2	3-4	5-6	7-8	9-10	More than 10
C. Snacks	None	1-2	3-4	5-6	7-8	9-10	More than 10
D. Total	None	1-2	3-4	5-6	7-8	9-10	More than 10

29. **Are you aware of the procedures at JCCC for obtaining a refund for vending machine items?** Yes No

30. **Do you know how to report vending machine malfunctions at JCCC?** Yes No

GENERAL INFORMATION

31. **Overall, based on your experience to date, how would you rate JCCC?**

Poor Fair Average Good Excellent

32. **How did you register for classes this semester?** In person Touchtone phone Internet/WW

33. **How satisfied are you with the registration method you used?**

Very dissatisfied Somewhat dissatisfied Neutral Somewhat satisfied Very satisfied

34. **Would you attend some JCCC activities if they were offered in the evening?**

Definitely not Probably not Maybe Probably Definitely Unsure

35. **How much more or less often would you eat on campus if name brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) were available on campus?**

Much less often than I do now Less often than I do now About as often as I do now More often than I do now Much more often than I do now

36. **How did you hear about JCCC's Children's Center? (Mark all that apply)**

Brochure Drove by it /saw sign Friend/relative/ student told me about it Materials provided by JCCC Saw it on the JCCC map Other _____

37. **If you have visited JCCC's Career Center, what was the reason for your visit? (Mark all that apply) (If you haven't visited the Career Center, skip to Q38.)**

Learn about Career Center services/resources

Review job listings

Use Resource Center (videos, handouts, books, employer/career files)

Conduct a mock interview

Check/review/prepare my resume

Sign up for CHOICES

Use Connections (alumni database for informational interviewing)

Take career assessment inventory

Use computerized assessments - SIGI, GIS, DISCOVER

Tour the Career Center

Appointment with Career Center counselor

COMMENTS Please write any comments about JCCC student/auxiliary services below.

Please turn your survey in to your instructor or to Institutional Research, COM 305. Thank you!

DEMOGRAPHIC DATA

38. Which of the following best describes your educational objective at JCCC? (mark only ONE)

Transfer to a 4-year college or unversity

Prepare to enter the job market

Improve skills for present job

Explore courses to decide on a career

Remedy or review basic skills

Personal interest or self-improvement

Prepare to change careers

Other _____

39. Which other colleges or universities have you attended? (mark as many as apply)

JCCC is the only college attended

University of Kansas (KU)

Kansas State University (K-State)

University of Missouri at Kansas City (UMKC)

Other MISSOURI college _____

Other KANSAS college _____

College other than MO/KS _____

40. What is the highest level of education you have completed?

Less than high school graduate

High school diploma

Some college, no degree

Vocational certificate

Associate (2-yr.) degree

Bachelor (4-yr.) degree

Master's degree

Doctorate

Professional degree

41. When do you usually attend classes at JCCC? (Mark ONE best response.)

During the day (including Saturday)

In the evening

Both day and evening

42. Credit Hours Currently Enrolled in at JCCC

43. Gender

Male

Female

44. Age

45. Zip Code of Residence

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